

Emotionality: An Impact on Coping

Dr. Rupam Singh

(Ph.D. in Psychology)

Babu Banarsi Das University

Luck now

Emotions are subjective feelings, showing great individual differences. Some individuals are less and others are more emotional. Besides, each developmental stage has its characteristic features of emotionality. Adolescence is one such stage where emotionality may have important consequences. Seeing its relevance emotionality was undertaken in this study with the assumption that it may have an impact on coping strategies adolescents use for dealing with their concerns. Regression analyses predicted that both positive and negative emotionality would lead to effective but somewhat different coping behavior in boys and girls. Girls used variety of coping strategies as compared to boys even in negative emotionality.

Adolescence is a period during which the individual is confronted with a series of developmental tasks and challenges. A large no. of researches are there to show that adolescents are concerned with a range of issues like appearance, school, grades, employment, relationships and fear of death of loved ones. (Kaufman *et al.*, 1993; Violate & Holden, 1998; Adwere & Curtis, 1993). Concerns about vocational and educational plans appear to be the most dominant issues in some of the investigations (Nicolson & Antili, 1981; Rutter *et al.*, 1979; Rutter, 1980) Issues relating to terrorism, self esteem, dating, sexual relationship and parents' health have also emerged as significant in the study of Kaufman *et al.*, (1993).

Researches on the other hand relating to concerns of Indian adolescents have been scarce. In the backdrop of these concerns a larger issue that seems to be gaining relevance is the understanding of coping strategies used in dealing with emotionality. It is felt that to have a better understanding of coping processes of adolescents we need to study coping strategies in relation to adolescents' emotionality which is a prime characteristic of this developmental phase. It is in this context the present research aimed at studying adolescents' emotionality and how it contributed to the coping strategies they used for dealing with their concerns.

Emotionality can be said to be a personality characteristic relevant to the reporting of stress (Larsen, Diener & Emmons, 1986). Emotions arise when people have a positive or negative affective relation to an environmental stimulus, including the behaviour of the other persons. These affective relations

are often characterized by cognitive appraisal, physiological reaction and behavioural tendencies (Frijda, 1986, Guerrero, Anderson & Trost, 1998, Scherer & Wallbott, 1994). Emotions not always occur in social contexts. Sometimes individuals experience emotion when they are alone, but more typically a person experiences emotions as a result of interacting with others (Andersen & Guerrero, 1986). Emotions differ in response to changing circumstances. People experience happiness and joy when something pleasant happens. People feel sadness, anger or fear when an unpleasant event occurs.

Labile emotions are present in an individual's early years and continue to be relatively stable throughout later life (Eysenck, 1967, 1977; MacAndrew, 1981). Psychologists have used different expressions to refer to emotional states, for example 'Mechanical sensation' (William James), 'Stirred up state' (Woodworth) 'A mode of expression, a way of functioning and a way of activity' (McDougal).

Individuals higher on neuroticism are likely to use more passive or emotion focused strategies as well as interpersonally antagonistic and confrontive coping (Lee Baggle, *et. al.*, 2005 & David and Suls, 1999; Bolger & Zuckerman, 1995; McCrae & Costa, 1986; O' Brien & DeLongis, 1996). Such coping efforts may be less effective to deal with the stresses as they are directed toward managing their disruptive emotions. People high on neuroticism were also found to use lower levels of problem focused coping (David & Suls, 1999; Endler & Parker, 1990; Gunhert *et. al.*, 1999; Hooker *et. al.*, 1994). Researches further indicated out that even when those higher on neuroticism, used adaptive strategies such as problem solving, the use of these strategies did not result in positive outcomes (Lee-Baggle, DeLongis, Grover & Chan 2003; Bolger & Zuckerman, 1995). Those higher on neuroticism also reported the use of strategies that may be disruptive to their relationships, such as interpersonal withdrawal and to a lesser degree, confrontation.

Amirkhan *et. al.*, (1995) observed extraversion (social support and optimism) was related to problem solving and was negatively related to avoidance. Studying E and coping Parkes, 1986 found that those high on E engaged in higher levels of problem- focused coping than those low on E. Those high on E also engage in less avoidance and other maladaptive forms of emotion focused coping (McCrae & Costa, 1986).

Findings regarding the relationship of E with coping have not been consistent. Several investigators have failed to find a significant relationship between E and either problem focused coping (Hooker *et. al.*, 1994; O'Brien & DeLongis, 1996) or adaptive forms of emotion focused coping such as seeking support and accepting responsibility (David & Suls 1999; O' Brien & DeLongis 1996). In

this background the present research made an attempt to study the relationship of emotionality and coping among adolescents.

Method

Sample

The sample of the present study consisted of 200 adolescents (100 boys and 100 girls) ranging in age from 16 to 19 years, belonging to XI and XII grades from the schools of Lucknow city.

Procedure

The subjects were personally contacted by the researcher in colleges in small group of 10 to 15 students. They were given a brief account of the study and were ensured of the confidentiality of the responses. The respondents were first asked to fill the different measures along with personal data sheet.

Measures

Eysenck Personality Questionnaire ('know your own personality' Eysenck & Wilson, 1976)

Two traits from EPQ included in the present study were neuroticism and extraversion, having the following dimensions

Neuroticism- Inferiority-Self-esteem, Happiness-Depression, Anxiety-Calm, and Freedom from guilt-Guilt

Extraversion- Unsocial-Social, Impulsive-Control, Expressive-inhibitive, and Practicality-Reflectiveness

Each having 31 items to be responded in terms of "Yes", "no", and "?" or (maybe). Score one was given for each 'yes' response, zero for each 'no' response and a score of half for each 'may be' response. Score ranged from 0 to 31 for all four dimensions i.e. 0 to 18 for happy, 19 to 31 for depression, 0 to 15 for Calm, 16 to 31 for anxiety, 0 to 17 for control, 18 to 31 for impulsiveness, 0 to 11 for inhibition and 12 to 31 for expressive.

The psychometric properties, of the EPQ revealed one month test retest reliabilities to be .89(E) and .86(N). The internal consistency reliability were in the .80 for both the dimensions.

The construct validity of EPQ was well established in several studies, using emotional, behavioral, attentional, learning, and therapeutic criteria (Eysenck & Eysenck, 1975&1985).

Coping was assessed by **ways of coping questionnaire**, developed by Folkman & Lazarus (1988).

It measures 8 types of coping strategies

Confrontive coping (6 items), distancing coping (6 items), self controlling coping (7 items), seeking social support (6 items), accepting Responsibility (4 items), escape Avoidance (8 items), planful

problem solving (6 items), and positive reappraisal coping (7 items). In all the scale contains 66 items.

Alpha coefficients of each sub scale ranged from .61 to .79. The items on the ways of coping questionnaire have face validity since the strategies described are those that individuals have reported using to cope with the demands of stressful situations. Evidence of **construct validity** is also found as the results of the studies are consistent with theoretical predictions.

The total score for each coping strategy was derived by adding up all the items

Results

Both boys and girls were found to be neurotic as they were having depression, anxiety and also the guilt feeling. Both the groups were also found to be extrovert.

Insert table- 1.....

On 'expressiveness' dimension, girls were found to be significantly more expressive as compared to boys though both the groups did show expressiveness. Mean score of boys and girls were almost on average for the happiness-depression dimension. Table also revealed that both boys and girls had emotional control. The mean score of boys was higher than girls ('t' = 2.20, $p < .02$) suggesting that girls had greater control as compared to boys (lesser scores indicating greater control). But as compared to girls, boys were slightly towards depression ('t' = 2.19, $P < 0.02$) (lesser scores indicating depression). No gender difference was observed on the anxiety-calm dimension. Mean scores showed that both boys and girls possessed calmness rather than anxiety. On sociability dimension both boys and girls were towards sociability. Table also revealed that both boys and girls were towards practicality but girls were more towards practicality although there is no significant gender difference. On self esteem dimension table revealed that both boys and girls were having self esteem but again no significant gender difference was found. On guilt dimension, boys were having guilt feeling where as girls were free from guilt feeling and also significant gender difference was observed.

The results on coping showed that as compared to boys, girls used significantly more distancing and positive reappraisal coping in dealing with stress. Indulgence in escape-avoidance coping was less both in boys and girls as compared to other coping strategies which were used moderately by both.

Insert table- 2.....

The eight dimensions of emotionality included in this research were sociability-unsociability, impulsive-control, expressiveness-inhibition, reflectiveness-practicality, self-esteem-inferiority, happiness-depression, anxiety-calm, and guilt-freedom from guilt.

Reflectiveness-practicality was found to be a significant predictor for distancing and planful problem solving coping. The variance caused by reflectiveness was 26% and 22% respectively. Sociability-unsociability was contributing significantly contributing to planful problem solving coping in boys. The variance caused in problem solving coping by sociability was 24%. Results showed that positive emotionality would lead to the use of problem solving coping in boys. The guilt-freedom from guilt dimension was contributing significantly to escape-avoidance coping in boys. The variance caused by guilt was 29%. The results showed that in the presence of negative emotions, boys tended to use escape-avoidance coping more.

Expressiveness-inhibition, guilt-freedom from guilt, self-esteem-inferiority and anxiety-calm dimensions of emotionality were contributing significantly to confrontive coping in girls. The variance caused in confrontive coping by expressiveness was 24%, 35%, 38% and 28% respectively thus indicating that the presence of both positive and negative emotionality (expressiveness, guilt, self esteem and anxiety) would increase the use of confrontive coping.

Impulsiveness-control and expressiveness-inhibition dimensions were found to be significant predictors for self-controlling coping. The variance caused in self-controlling coping by impulsiveness-control was 22%, and by expressiveness-inhibition was 21%, implying that positive emotionality (expressiveness) would increase the use of self controlling coping strategy whereas negative emotionality (impulsiveness) would reduce the use of self controlling coping strategy.

Insert table- 3.....

Anxiety-calm and sociability-unsociability were significantly predicting seeking social support coping in girls. The variance caused in seeking social support coping by anxiety was 26%, and by sociability was 27%. These results showed that anxiety and sociability would increase the use of seeking social support coping.

Guilt-freedom from guilt was found to be a significant predictor for accepting responsibility coping. The variance caused by guilt was 29%. This showed that even in negative emotionality girls used accepting responsibility coping.

Results showed that happiness-depression dimension of emotionality was significantly predicting escape-avoidance coping. The variance caused in coping by 27%. It seems that in the presence of depression the use of escape-avoidance coping increased in case of girls.

Expressiveness-Inhibition was significantly predicting planful problem solving and positive reappraisal coping in girls. The variance caused in coping by expressiveness was 22% and 29% respectively. It seems that positive emotionality (expressiveness) would increase the use of planful problem solving and positive reappraisal coping.

Reflectiveness-practicality was also found to be a significantly predictor for planful problem solving and positive reappraisal coping in girls. The variance caused in coping by reflectiveness was 31% and 29% respectively. It shows that girls who are having positive emotionality (practicality) used more planful problem solving and positive reappraisal coping

Discussion

These results point out that some coping strategies are used specifically under negative emotionality such as accepting responsibility and escape-avoidance coping whereas some strategies go with positive emotionality such as and planful problem solving. There are some other coping strategies which were used in both positive and negative emotionality such as seeking social support and confrontive coping.

In the present study eight dimensions of emotionality namely sociability-unsociability, impulsive-control, expressiveness-inhibition, reflectiveness-practicality, self-esteem-inferiority, happiness-depression, anxiety-calm, and guilt-freedom from guilt had been studied. The results of this study revealed that in boys only sociability-unsociability, reflectiveness-practicality, and guilt-freedom from guilt dimensions contributed significantly and positively towards distancing, escape-avoidance, planful problem solving coping. The results pointed out that as guilt increased, boys tended to use escape-avoidance coping, in reflectiveness they used distancing and planful problem solving coping. In girls, all the dimensions of emotionality contributed significantly to coping patterns. Anxiety significantly produced variance in confrontive and seeking social support coping. These results indicated that anxious girls were using confrontive and seeking social support coping. In a state of restlessness and anxiousness, respondents made aggressive efforts and also expected to take support from others to combat their anxiety. Going for social support is very natural under the state of anxiety. It seems that the anxiety did motivate girls to indulge in the confrontive coping.

Results of this study further revealed that impulsiveness had a negative contribution to self-controlling coping, thus showing that under impulsiveness, use of self-controlling coping reduced. With reference to impulsiveness it can be said that in this state of emotion a person makes a decision quickly without considering the advantages and disadvantages of things, does not make plan for anything. Under these conditions a person may indulge in wishful thinking and other behavioural efforts while dealing with the stressful situations.

On the other hand expressiveness in girls emerged as a significant predictor for a variety of coping strategies (confrontive, self-controlling, planful problem solving and positive reappraisal coping). If

we look at the characteristics of expressive people, we find that persons who are expressive do not feel embarrassed in expressing their feelings, enjoy while watching competitive sports etc. expected to take stressful situations positively and try to solve problem by using different coping strategies. It can be concluded that expressiveness in girls did not predict escape-avoidance and taking responsibility under stressful conditions.

Guilt significantly predicted confrontive and accepting responsibility coping. This showed that girls having guilt feeling used aggressive efforts as well as they accepted their responsibility also.

Happiness significantly but negatively contributed to escape-avoidance coping, showing that under the state of happiness, girls did not use escape-avoidance coping strategy.

Reflectiveness caused variance in both planful problem solving and positive reappraisal coping, showing that girls having practical attitude towards life try to solve their problems with proper planning and positive attitude.

Results of this study further revealed that self esteem significantly contributed to confrontive coping. This showed that in girls self esteem or confidence tended them to use aggressive efforts to solve their issues. Their use of confrontive coping points towards a shift in their approaches to deal with the stressful situation and this may be an indication of changing socialization practices.

Some studies have reported an association between problem solving, support seeking (engagement coping) and lower symptoms of anxiety and depression (Langrock *et al.*, 2000; Lengua *et al.*, 1999; Thomsen *et al.*, 2000; Wadsworth & Compas, 2000). Researches have reported an association between internalizing symptoms namely anxiety and depression and problem solving and support seeking (engagement coping) (Dumont & Provost, 1999; O'Brien *et al.*, 1997; Creasy *et al.*, 1995). Researches also revealed an association between fewer anxiety and depressive symptoms and problem-focused coping (Plancherel & Bolognini, 1995; Windle & Windle, 1996). In contrast Hoffman *et al.*, (1991) and Plancherel & Bolognini, (1995) also reported an association between anxiety and depressive symptoms and problem-focused coping. There was an association found between symptoms of anxiety and depression and disengagement coping (problem avoidance, cognitive avoidance and social withdrawal) (Walker *et al.*, 1997; Dumont & Provost, 1999; Lengua *et al.*, 1999; Wadsworth & Compas, 2000). But few studies reported a relationship between disengagement coping and fewer symptoms of anxiety and depression (Ayers *et al.*, 1990; O'Brien *et al.*, 1995). Compas *et al.*, (1996) and Windle & Windle, (1996) have observed a relationship between emotion-focused coping (denial and wishful thinking) and more symptoms of anxiety and depression.

These inconsistent findings suggest the importance of taking the context of coping into account. O'Brien and colleagues, (1995, 1997) point out that coping that is oriented toward engagement with

the stressor or efforts to resolve the source of stress may be ineffective in circumstances that are objectively or subjectively beyond the child or adolescent's control.

To conclude, it may be stated that differences in the coping strategies can be predicted to a certain extent by the emotionality of the person and in both positive and negative emotionality variety of coping strategies were used by adolescents.

Tables

Table 1: Descriptive statistics of Predictor Variables

Predictor Variables		B	G
Sociability (Unsociability)	Mean Score	16.64	16.12
Score range↓ (Unsociability) 0/16-17/31 (Sociability)	S.D.	3.27	3.70
Impulsiveness (Control)	Mean Score	15.85	14.90
Score range↓ (Control) 0/17-18/31 (Impulsive)	S.D.	3.09	3.00
Expressiveness (Inhibition)	Mean Score	16.00	17.67
Score range↓ (Inhibition) 0/11-12/31 (Expressiveness)	S.D.	3.22	2.72
Reflectiveness (Practicality)	Mean Score	17.80	18.67
Score range↓ (Practicality) 0/17-18/31 (Reflectiveness)	S.D.	2.84	3.05
self-esteem (Inferiority)	Mean Score	19.05	19.64
Score range↓ (Inferiority) 0/18-19/31 (self-esteem)	S.D.	4.38	4.85
Happiness (Depression)	Mean Score	17.28	18.75
Score range↓ (Happiness) 0/18-19/31 (Depression)	S.D.	4.50	4.76
Anxiety (Calm)	Mean Score	14.29	15.14
Score range↓ (Calm) 0/15-16/31 (Anxiety)	S.D.	3.88	3.65
Guilt (Freedom from guilt)	Mean Score	15.84	13.50
Score range↓ (Freedom from guilt) 0/12-13/31 (Guilt)	S.D.	4.36	4.31

Table 2: Descriptive statistics of Criterion Variable

Criterion Variable	Midpoint		B	G
Confrontive coping	09	Mean Score	9.68	9.22
		S.D.	2.89	3.40
Distancing coping	09	Mean Score	9.06	10.06
		S.D.	3.04	3.38
Self controlling coping	10.5	Mean Score	11.72	11.89
		S.D.	3.72	3.18
Seeking Social support	09	Mean Score	10.10	10.03
		S.D.	2.89	3.64
Accepting Responsibility	06	Mean Score	6.59	7.06
		S.D.	2.58	2.36
Escape Avoidance	12	Mean Score	11.02	10.19
		S.D.	3.90	4.12
Planful Problem Solving	09	Mean Score	10.85	10.82
		S.D.	3.56	3.17
Positive Reappraisal	10.5	Mean Score	12.13	13.28
		S.D.	3.74	3.76

Table 3: Results of Stepwise Multiple Regression Analysis (Emotionality- predictor variable, Coping- criterion Variable)

Criterion Variables	Boys			Girls		
	Boys	Beta	t	Girls	Beta	t
Confronting coping	-	-	-	1.Guilt (Freedom from guilt)	.353	3.31**
				2.Expressiveness (Inhibition)	.243	2.69**
				3.self-esteem (Inferiority)	.389	3.39**
					.282	2.39**

				4.Anxiety (Calm)		
Distancing coping	1. Reflectiveness (Practicality)	.268	2.75			
Self-controlling	-	-	-	1.Impulsiveness (Control) 2.Expressiveness (Inhibition)	-.228 .213	2.34** 2.19**
Seeking social support	-	-	-	1.Sociability (Unsociability) 2. Anxiety (Calm)	.277 .264	2.91** 2.77**
Accepting responsibility	-	-	-	1.Guilt (Freedom from guilt)	.292	3.02**
Escape-avoidance	1.Guilt (Freedom from guilt)	.297	3.07	Happiness (Depression)	-.272	2.79**
Planful problem solving	1.Sociability (Unsociability) 2.Reflectiveness (Practicality)	.241 .229	2.51 2.39	1.Reflectiveness (Practicality) 2.Expressiveness (Inhibition)	.311 .226	3.27** 2.37**
Positive reappraisal	-	-	-	1.Expressiveness (Inhibition) 2.Reflectiveness (Practicality)	.291 .291	3.11** 3.11**

*p < 0.05, ** p<0.01

References

1. Adwere, B., & Curtis, D. (1993). 'A confirmatory factor analysis of a four factor model of adolescent concerns revisited'. *Journal of Youth and Adolescence*, 22(3).
2. Amirkhan, J.H., Risinger, T.R., Swickert, J.R. (1995, June). Extraversion: A "Hidden" Personality Factor in Coping? *Journal of Personality*, 63:2, 189-213.
3. Anderson, P.A. & Guerrero, L.K. (1998). Communication and Emotion In Social Interaction. In P.A. Anderson and L.K. Guerrero, editors, *Handbook of Communication and Emotion: Research, Theory, Applications, and Context*. San Diego: Academic Press.
4. Ayers, T.S., Sandler, I.N., West, S.G., & Roosa, M.W. (1990, August). Assessment of children's coping behaviours: Testing alternative models of coping. Poster presented at the 98th Annual Convention of the American Psychological Association, Boston, MA.
5. Bolger, N., & Zuckerman, A. (1995). A framework for studying personality in the stress process. *Journal of Personality & Social Psychology*, 69.
6. Compas, B.E., Worsham, N., Ey. S. & Howell, D.C. (1996). When mom or dad has cancer II. Coping, cognitive appraisals, and psychological distress in children of cancer patients. *Health Psychology*, 15.
7. Creasy. G.C., Mitts, N., & Cantanzaro, S. (1995). Associations among daily hassles, coping and behavior problems in nonreferred kindergartners. *Journal of Clinical Child Psychology*, 24.
8. David, J.P., & Suls J. (1999). Coping efforts in life: Role of big five traits and problem appraisals. *Journal of Personality*, 67.
9. Dumont, M., & Provost, M.A. (1999). Resilience in adolescents: Protective role of social support, coping strategies, self esteem and social activities on experience of stress and depression. *Journal of Youth and Adolescence*, 28.
10. Endler, N.S., & Parker, J.D.A. (1990). Multidimensional assessment of coping: A critical evaluation. *Journal of Personality and Social Psychology*, 58.
11. Eysenck, H.J. (1977). *The biological basis of personality*. Springfield, IL: Charles C.Thomas.
12. Frijda, N.H. (1986). *The emotions* New York, NY Cambridge University press.
13. Guerrero, L.K., Anderson, P.A., & Trost, M.R. (1998). Communication and Emotion. In P.A. Anderson and L.K. Guerrero, editors, *Handbook of Communication and Emotion: Research, Theory, Applications, and Context*. San Diego: Academic Press.

14. Gunthert, K.C., Cohen, L.H., & Armeli, S. (1999). The role of neuroticism in daily stress and coping. *Journal of Personality and Social Psychology*, 77.
15. Hoffman, M.A., Levy-Shiff, R., Solhberg, S.C., & Zarizki, A. (1991). The impact of stress and coping: Developmental changes in the transition to adolescence. *Journal of Youth and Adolescence*, 21
16. Hooker, K., Frazier, I.D., & Monahan, D.J. (1994). Personality and coping among caregivers to spouses with dementia. *The Gerontologist*, 34.
17. Kaufman, K.L., Brown R.T., Graves, K. Henderson, & Revolinski, M. (1993), 'What me worry? A survey of adolescents' concerns', *Clinical Pediatrics*, 32(1).
18. Langrock, A., Compas, B.E., Keller, G., & Merchant, M.J. (2000). Coping with the stress of parental depression: Parents' reports of children's coping and emotional/behavioural problems. Manuscript submitted for publication.
19. Larsen, R.J., Diener, E., & Emmons, R.A. (1986). Affect intensity and reactions to daily life events. *Journal of Personality and Social Psychology*, 51.
20. Lee-Baggley, D., Preece, M., & Delongis, A. (2005, October). Coping with Interpersonal Stress: Role of Big Five Traits. *Journal of Personality* 73:5.
21. Lengua, L.J., Sandler, I.N., West, S.G., Wolchik, S.A., & Curran, P.J. (1999). Emotionality and self-regulation, threat appraisal, and coping in children of divorce. *Development and Psychopathology*, 11.
22. McCrae, R.R., & Costa, P.T., Jr. (1986). Personality, coping and coping effectiveness in an adult sample. *Journal of Personality*, 54.
23. Nicholson, S.I. & Antili, K.K. (1981). 'Personal problems of adolescents and their relationship to peer acceptance and sex role identity'. *Journal of Youth and Adolescence*, 10.
24. O' Brien, M., Bahadur, M.A., Gee, C., Balto, K., & Erber, S. (1997). Child exposure to marital conflict and child coping responses as predictors of child adjustment. *Cognitive Therapy and Research*, 21.
25. O' Brien, M., Margolin, G., & John, R.S. (1995). Relation among marital conflict, child coping and child adjustment. *Journal of Clinical Child Psychology*, 24.
26. O' Brien, T.B., & Delongis, A. (1996). The interactional context of problem-emotion and relationship-focused coping: The role of Big Five Personality (Special Issue: Personality and Coping), 64.
27. Plancherel, B., & Bologinini, M. (1995). Coping and mental health in early adolescence. *Journal of Adolescence*, 18.

28. Rutter, M. (1980). *Changing Youth in a Changing Society*, Cambridge, MA: Harvard University Press.
29. Rutter, M., Maughan, B., Mortimore, P., Ouston, J. & Smith, A. (1979). *Fifteen Thousand Houses: Secondary School and its Effects on Children*, London: open books.
30. Schere, K.R. & Wallbott, H.G. (1994). Evidence for Universality and cultural variation of differential emotion patterning. *Journal of Personality and Social Psychology*, 66.
31. Thomsen, A.H., Compas, B.E., Colletti, R.B., & Stanger, C. (2000). Parents' reports of coping and stress response in children with recurrent abdominal pain. Manuscript submitted for publication.
32. Violate, C. & Holden, B. (1988). 'A confirmatory factor analysis of a four- factor model of adolescent concerns'. *Journal of Youth and Adolescence*, 17.
33. Wadsworth, M.E., & Compas, B.E. (2000). Coping with family conflict and economic strain during adolescence. Manuscript submitted for publication.
34. Walker, L.S., Smith, C.A., Garber, J., Van Slyke, D.A. (1997). Development and validation of the Pain Response Inventory for Children. *Psychological Assessment*, 9.
35. Windle, M., & Windle, R. (1996). Coping strategies, drinking motives and stressful life events among middle adolescents: Associations with emotional and behavioural problems and with academic functioning. *Journal of Abnormal Psychology*. 105.

Corresponding Address

Dr. Rupam Singh (Assistant Professor at Babu Banarsi Das University, Lucknow)

414/50, Sarai Mali Khan, Chowk, Lucknow